



Youth Connections West

From our snow-capped mountains to our sandy deserts..



Networking Youth Today

Office of Youth Services

Vol 3 Issue 1

Department of Labor Pacific Western Region

January 2003



A Message from Ernie Priestley, Regional Administrator for the Office of Youth Services, Region VI:

This edition of *Youth Connections West* marks its second birthday! Over the past two years, it has provided Region VI with "news we can use" - resources and publications, event calendars, policy clarifications, grant announcements, and perhaps most essential, stories about some of the innovative programs and strategies our colleagues throughout the region are implementing to serve young people.

Thank you for your on-going interest, contributions, and ideas that help make *Youth Connections West* a valuable resource. Happy Birthday!

Indeed, Happy Birthday to us as we turn 2 and head into our 3rd year. We would like to thank all of you for your support and contributions to our newsletter. Without our loyal readers we wouldn't be here. Without our great IT staff, Tom, Ad and Truoc, you wouldn't be able to read us.

Each quarter we hope that you will continue to submit stories that we can share with the rest of our region and, in fact, all across our great country. Please don't hesitate to email us success stories, promising practices and funding opportunities that we may have missed, notable quotables and just plain folk talk.

Thanks again, and we really enjoyed the (virtual) Birthday Cake, sorry you weren't here to join in the fun with us.

Denise and Sandi, Editors

Building Quality Programs for America's Youth. PEPNet '03 Application--Now Available!

PEPNet, the Promising and Effective Practices Network, is pleased to announce the release of its 8th annual PEPNet Application for recognition of youth employment and youth development programs. The application is designed to encourage youth initiatives to improve their programming and to promote better programs nationwide by identifying those exemplary initiatives that help youth succeed. Any program serving youth 14 - 25 may seek external validation and outside feedback by completing the PEPNet Application, due April 8, 2003. Don't wait - the key to success is starting early.

If you are uncertain whether a program is ready to complete the PEPNet Application - check out the PEPNet Self Assessment Exercise. This brief activity is a great way to gauge programmatic strengths and weaknesses, make plans for improvement, and begin the process toward applying for national recognition as a PEPNet recognized youth initiative.

The PEPNet Application and Self Assessment Exercise, along with all of PEPNet's tools, are free to download at <http://www.nyec.org/pepnet>. Or, request hard copies by fax request at (202) 659-0399.

PEPNet is a project of the National Youth Employment Coalition. To learn more about their work promoting policies and initiatives that help young people succeed visit: <http://www.nyec.org/>.

Subscribe FREE to PAGnet:

PAGnet is the Public Administrator's Grants network. PAGnet provides free resources for grant seekers in local governmental agencies and other public programs. http://www.pagnet.info/sub_sub.php

WIA Learning Exchanges in Long Beach, CA and Tri-County (Yakima), WA **Bring your team and join us!**

Highlighted in a Jobs for the Future publication on comprehensive WIA youth services (http://www.doleta.gov/youth_services/pdf/transition_2002.pdf), both Long Beach and Yakima have built strong partnerships with the education community to serve all youth, especially out-of-school youth.

The WIA Learning Exchange in Long Beach will highlight Long Beach Workforce Development Board's ability to build partnerships within city government and the community to make a Youth Opportunity Center possible without extra federal funding. In addition to seeing the youth-only one-stop, the Exchange will also include a visit to the Los Angeles Conservation Corps (LACC). As a PEPNet awardee, (<http://www.nyec.org/pepnet/index.html>), the LACC has proven strategies for recruiting and retaining out-of-school youth. Attendees will also hear about Riverside, California's efforts around credentialing WIA-enrolled youth.

Dates of WIA Youth Learning Exchanges in Region VI:
Long Beach, California (Feb.19-21) apply on or before January 24.
Yakima, Washington (April 23-25) apply on or before March 19.

WIA Learning Exchange *(cont'd from page 1)*

The Tri-County Workforce Development Council in Yakima, Washington has no problem meeting the 30 percent out-of-school youth expenditure requirement since almost 40 percent of their WIA-enrolled youth are not in school. Being a very rural county with limited resources, they rely on partnerships to do more with less. In addition to learning about a youth-directed resource mapping project, alternative schools housed within one-stops and a database to streamline outreach to business partners, participants in this Learning Exchange will also experience 'Workforce Week 2003,' complete with a job fair and open house. Tri-County is the only rural Learning Exchange site that was chosen in the country.

These events are designed to be attended by teams; the team composition that is preferred is a youth council member, the staff person (generally employed by the WIB) in charge of youth programming, and the executive director of the WIB; other team configurations will be considered. Applications to participate are currently being accepted. Space is limited to the participation of 10 teams. Please find the draft agenda, FAQ's and an individual application form online at <http://www.dtiassociates.com/wiaexchange>

Questions? Please call Tracy Schmidt, Project Director for the Learning Exchanges, at (202) 775-9731 tschmidt@aypf.org or Denise Fogleman, US DOL-ETA Region 6 Office of Youth Service at (206) 553-7938 Ext. 8157 dfogleman@doleta.gov.

The WIA Learning Exchange for Youth Systems is a joint program of the American Youth Policy Forum (AYPF) and the National Youth Employment Coalition (NYEC) and is made possible with funding from the U.S. Department of Labor.

Toward a Common Purpose

from the Forum for Youth Investment

The Forum for Youth Investment (FYI) strives to promoting a "big picture" approach to planning, research, advocacy, and policy development among the broad range of organizations that help communities invest in youth and families. Their extensive research led to the publication, ***State Youth Policy; Helping all Youth to Grow Up Fully Prepared and Fully Engaged***, and distills the effective strategies being employed across the country into the following nine critical tasks. The publication also includes an encouraging report of some of the cross-cutting coordinating efforts being undertaken by states within and outside of Region VI. To download the entire publication, please visit the Web at: <http://www.forumforyouthinvestment.org/papers/stateyouthpolicy.pdf>

Nine Critical Tasks for State Policy Makers and Advocates

Critical Task 1 Vision: Framing the Issue

States are working to get the vision right and get it broadly owned. They define and communicate common premises, principles and priorities that answer basic questions about why, what, where, when and who (outcomes, inputs, settings, timeframes, actors, target populations). Youth development blueprints and frameworks are common forms of this work.

Charter Students Build Their School: Work includes Offices, Classrooms in Madera's new Pioneer Center.

MADERA -- Students at Madera's newest charter high school are acquiring hands-on experience by constructing their own classrooms.

Students from the building trades program at Pioneer Technical Center, off South Madera Avenue, have built five classrooms, three offices, a conference room, a student activity area and a regulation-size basketball court.

"They are literally building the school," said Alyson Crafton, school counselor and business technology instructor. "They are learning everything from drywall to plumbing."

A grant from the Madera County Workforce Investment Board provided the funding to develop the charter school, which was approved by the Madera County Board of Education in March.

Pioneer teaches students vocational skills through hands-on lessons in building trades and business technology.

"Not all students are college-bound," said Steve Carney, executive director of the center. "There has to be a way to provide meaningful, educational processes that lead to meaningful, long-term employment."

Pioneer opened its doors Sept. 3 with 25 students. The school, which is housed in a former auto parts store, can handle an enrollment of 100.

Carney said school officials plan to expand the school on four acres behind the current site. At that time, they hope to add subjects, including culinary arts, hospitality, graphic arts and auto repair.

Most students attend Pioneer from 8 a.m. to 3 p.m., although those who lack credits attend an extra hour per day to meet graduation requirements.

Pioneer's students are sophomores, juniors and seniors who work toward completing the same core graduation requirements as Madera High School students. They also complete two periods of vocational education per day.

"A lot of our students are hands-on learners who enjoy being up and about," he said. "A lot of those are students who don't go on to higher education."

Enrollment has grown to 43 students, with the majority registered in the building trades program. Those students will learn skills needed to gain a construction job in the Central Valley. *reprinted by permission from the Fresno Bee, Nov. 11, 2002*

DID YOU KNOW?

The Department of Labor sponsors a **FEDERAL BONDING PROGRAM** that protects the employer in case of any loss of money or property due to employee dishonesty. It is like a "guarantee" to the employer that the person hired will be an honest worker. The bond is given to the employer free-of-charge, and serves as an incentive to the company to hire a job applicant who is an ex-offender or has some other "risk" factor in their personal background. The employer is then able to get the worker's skills without taking any risk of worker dishonesty on the job. For more information about this program, or to locate the contact number for your state, please visit the DOL-ETA web site at:

<http://www.doleta.gov/usworkforce/onestop/FBP.htm>

National Poll Finds 57 Million Adult Americans Are Willing to Mentor

Far more Americans are willing to mentor, both formally and informally, than previously thought, according to the results of a recently completed National Mentoring Poll sponsored by the AOL Time Warner Foundation.

The news was especially encouraging: 57 million adults would seriously consider mentoring. And an astonishing 99 percent of all mentors already in a formal mentoring relationship would recommend mentoring to others.

Moreover, the survey discovered just who is willing to mentor. According to the findings, potential mentors tend to: be between the ages of 18 to 44; have household incomes of \$50,000 or more; have some college education or more; have access to the Internet and have a child in their household.

Equally important, the poll found what it would take to get someone to mentor. Eighty-eight percent of potential mentors said they would like to have a choice among mentoring options (depending on their schedule and interests); 84 percent want access to expert help; 84 percent want orientation and training before mentoring; and 67 percent would like their employer to provide time off. Nearly half, 47 percent, would be willing to mentor a youth online.

These are just some of the poll highlights. Together, they provide a wealth of new information for the mentoring community. By applying these findings, the mentoring community could make significant progress in closing the nation's mentoring gap. That gap now stands at approximately 15 million young Americans ages 10 to 18. (*MENTOR/ National Mentoring Partnership estimates that half of the nation's young people ages 10 to 18, or 17.6 million young people, want and need mentors. This new poll shows that of that number, about 2.5 million young people already are being formally mentored.*)

The AOL Time Warner Foundation sponsored the National Mentoring Poll on behalf of MENTOR. In all, 2,000 adults took part in the telephone survey. For a more complete report on the National Mentoring Poll findings, please visit <http://www.mentoring.org>

The One Report-October 28, 2002

YCWORKS!, a newsletter produced by the Leonard Resource Group Inc., is designed to provide technical assistance to WIA Youth Councils and service providers across the country. Please visit their Web site to view current and past editions. If you would like to hear about new editions of YCWORKS! but are not currently on their notification list, please contact Willona Sloan at the Leonard Resource Group, Inc. at 703/548-8535 or wsloan@lrginc.org. To download the resource manual on **Sources of Funding Youth Services**, go to www.lrginc.org/YCN

Southwest Washington Youth Council Site Online

By Eric Steiner, US DOL, Seattle

The Southwest Washington Workforce Development Council held a community kick-off for its new Youth Resource Mapping web site, <http://www.youthsource-sww.org/swyc>. The site includes the following introductory screens:

"This searchable site contains information on a wide and comprehensive number of programs and services available to the youth of Southwest Washington, in Clark, Cowlitz, Skamania, and Wahkiakum counties."

I was impressed with the array of supportive services available to youth in some of Washington's most remote areas. Some of the initial groundwork was done by former youth council staff member Steve Lynch as well as long-time local youth advocates Cindy Wardlow from Kelso High School and local Workforce Investment Board members Linda Elliott and Storma Liss, Youth Council Chair. Without going on too much about the site, I'd rather the site speak for itself:

"You will find information on where to go for help in completing your education, for mentoring programs, for assistance in getting a job or learning about a career. There is information about classes, financial assistance, language training, vocational training, apprenticeships, transportation; social services and welfare, juvenile justice and court-appointed advocacy programs; activity programs as diverse as you can imagine; and links to a range of resources ranging from physical and mental health, homelessness, and sexuality, to driver's ed, applying for credit, and sports. Start by clicking the 'search' button, and follow the instructions."

Effective Strategies for Increasing Graduation Rates

Early Interventions

- Family Involvement
- Early Childhood Education
- Reading/ Writing Programs

Basic Core Strategies

- Mentoring/ Tutoring
- Service Learning
- Alternative Schooling
- Out-of-School Experiences

Making the Most of Instruction

- Professional Development
- Learning Styles/ Multiple Intelligences
- Instructional Technologies
- Individualized Instruction

Making the Most of the Wider School Community

- Systemic Renewal
- Community Collaboration
- Career Education/ Workforce Readiness
- Violence Prevention/ Conflict Resolution

From the National Dropout Prevention Center's publication: *Career and Technical Education and the 15 Effective Strategies for Increasing Graduation Rates*, compiled by Jay Smink and Mary S. Reimer. More information is available at: <http://www.dropoutprevention.org>

A Real Success Story...

Here is a letter written by one of our youth who is a past Youth Council president and continues to participate in our program in Hooper Bay, one of 41 village YO! Sites in Alaska. Hooper Bay is a Yupik Eskimo village approximately 600 air miles west of Anchorage on the shore of the Bering Sea.

-Cook Inlet Tribal Council, Grantee

Dear C.I.T.C.,

Hello! My name is Victor Seton. I am writing this letter to appreciate and give thanks to C.I.T.C. and A.V.C.P. to have given me the chance to work with the Youth Opportunity Program in Hooper Bay.

I had a great experience working with them and the youth of Hooper Bay. Now, the experience has taken me even further. I am a teacher aide at the Hooper Bay Schools. I work with the 8th grade for the first half of the day and 4th grade students the last half of the day. I was hoping to continue on in this position til the end of the year until one day, when I receive a call from the Alaska Teamsters Union saying that they are going to send me an application that I had requested while working with the Youth Opportunity Program. So, I gladly accepted and filled it out with great ambition. After filling out the application, I attended the interview in Anchorage. The interview went really well. I placed 2nd on the interview list and now I am going to start classes the 25th of this month. I am finally going to pursue my career as a Technical Engineer! I have wanted to have a career in surveying since I had the chance with the Bureau of Land Management as a surveyor's aide for two summers.

If it weren't for the Youth Opportunity Program, I would have not found out about the Technical Engineering program. I would like to give a big THANK YOU to the Youth Opportunity Program and its sponsors for giving me support and appreciate what they are doing for others and for what they have done for me. Once again, thank you for the experience! I had a great time to work with you all.

Sincerely,

Mr. Victor Seton

Editor's Note: Victor, we would not have found out about you if it weren't for Debi Kruse at CITC. Our heartiest congratulations! Your success is only just beginning!

CALENDAR of EVENTS

January 20, 2003

Martin Luther King Day of Service, Nationwide

<http://www.mlkday.org>

January 27, 2003

Workforce 2003 Conference: "For anyone interested in today's (and tomorrow's) workforce issues and trends".

Marriott, SeaTac, WA

Full Conference details: <http://www.learningconnections.org/workforce/2003.htm>

January 31, 2003

Groundhog Job Shadow Day, Nationwide

For more information, visit <http://www.jobshadow.org>

or call (800) 373-3174

February 7, 2003

"Mentoring Matters" Video Conference

Aired nationwide from 1:30- 3:30 P.M. EST

To register, visit <http://www.juvenile.net.org/jtjtap/mentoring/>

February 15, 2003

National Youth Summit of Preventing Violence

National Crime Prevention Council

Anaheim, CA

For more information, visit <http://www.ncpc.org>

or call (202)261-4165.

February 18, 2003

Conference on Faith-Based & Community Initiatives

White House Office of Faith-Based and Community Initiatives

San Diego, CA

For more information, visit <http://www.fbc.gov>

February 19-21, 2003

WIA Learning Exchange (Region VI)

US Department of Labor, AYPF and NYEC

Long Beach, CA

For more information, visit

<http://www.dtiassociates.com/wiaexchange/>

February 23-26, 2003

YOG Directors Meeting

Brawley, CA (Imperial County)

March 6- 7, 2003

2003 Pacific Northwest Farmworker Summit

Oregon Human Development Corporation, Tigard, Oregon

For more information, visit <http://www.ohdc.org>

April 10 - 13, 2003

Mobilizing America's Youth National Conference

Mobilizing America's Youth (UC Berkley)

Washington DC

For more information, visit <http://www.m-a-y.org>

or call (510) 642-4018

April 11-13, 2003

National Youth Service Day, Nationwide

For more information, visit <http://www.ysa.org/nysdindex.cfm>

or e-mail ysa.org

April 23-25, 2003

WIA Learning Exchange (Rural)

US Department of Labor, AYPF and NYEC

Yakima, WA

For more information, visit

<http://www.dtiassociates.com/wiaexchange/>

April 23-26, 2003

National Service-Learning Conference

National Youth Leadership Council

Minneapolis, MN

For more information, visit <http://www.nylc.org>

or call (800) 366-6952.

April 27-29, 2003

Rural Workforce Conference 2003 (Region VI)

The Oregon Consortium/ Oregon Workforce Alliance

Reno, NV

For more information, visit: <http://www.tocowa.org> or contact

Kris Latimer at (541) 928-0241, Ext. 219 or kris@tocowa.org

April 28-30, 2003

Building Skills Conference 2003, Westin Hotel, Seattle, WA

One of the largest gatherings of workforce professionals in the West, designed by and for practitioners.

<http://www.learningconnections.org/bs/buildingskills2003.htm>

April 27- May 3, 2003

National Volunteer Week

Nationwide

4 For more information, visit: <http://pointsoflight.org>

More Than an Alternative: Increasing Graduation Rates through Partnerships Between Workforce and Educational Systems

By Lisa Romine, SkillSource

In the Wenatchee, Washington Area, 25% of entering 9th graders leave school before graduation. Employers report that new, would-be workers have low skills and lack work ethic. Juvenile justice facilities are overflowing as a result of illegal and risky behavior exhibited by at-risk youth. Even though the economy has improved the lot of some young people, too many are still disconnected from the mainstream.

A partnership between a local school district in Washington and WIA-funded youth service providers is committed to going beyond traditional methods to educate young people and prepare them for a full range of educational and career options, increasing basic workplace competencies and occupational skills needed to earn a middle class standard of living.

For the last six years, the Wenatchee School District and SkillSource, a nonprofit organization & WIA grant recipient have formed a relationship unique to local education agencies and community-based organizations. This unprecedented partnership retrieves "double dropouts" into a different educational setting to complete their high school education or equivalent. The Wenatchee School District and SkillSource have formed a seamless pathway of education, training and employment to respond to this need.

Innovation: Young people who have dropped out of school more than once are especially at-risk of long term educational failure spiraling into the negative abyss from which many never recover. For youth in this situation, something different, really different must be offered in order to hook and engage these youth in the learning process. It takes something extraordinary. And extraordinary costs. By registering SkillSource Downtown Learning Center students with the Wenatchee School District, state basic education funds (Average Daily Attendance- ADA) underwrite the classroom learning leaving the full amount of federal workforce funds available to provide intensive work-based learning and connecting activities. This innovative approach means a school-to-work program that fully merges state education reforms and federal workforce development initiatives. Besides individualized, self-paced, computer-assisted academic and vocational skills instruction, Learning Center students meet the challenge at the WSU/4H Ropes Course, recreate at the YMCA, explore careers at the Wenatchee Valley College Job Fair, and perform community plays for convalescent seniors. Since 1995, nearly \$1,000,000 in state education funds have been combined with some \$2,500,000 in federal training funds to finance structured work based learning opportunities with local companies and strong connecting activities to moderate some of the adverse effect of residing in a dysfunctional or disadvantaged household.

In addition to dropout retrieval, this partnership prevents dropouts through Credit catch-up. High school students at risk of dropping out attend the Learning Center in the evenings to earn extra credit and get back on track for graduation. Close coordination between high school counselors and SkillSource instructors and trainers maximizes each student's productivity and resulting success.

Strategy: By increasing the number of youth who complete their high school education or equivalent, gain experience in the workplace and understand and act upon vocational education opportunities, we narrow the skills gap. By partnering with the Wenatchee School District to marshal resources and retrieve dropouts who would otherwise stay on the streets, we increase the capacity of high schools. By bringing kids back to school, keeping them in school through the convergence federal training and state public education resources in a community based setting, we develop a wage progression strategy. By providing a seamless pathway between education, training and employment, we enhance the area's One-Stop System.

Challenges: The formation of this partnership has spanned over 15 years. Difficulties have included overcoming turf issues and aligning differing goals and objectives. Success may be attributed to partners' reluctance to give up and their commitment to exploring all options to find mutually beneficial solutions.

Results: The results of this partnership, first and foremost, are evidenced by the increased number of youth who have completed their high school education or equivalent. Over the span of this partnership, some 600 former dropouts have benefited and over 300 have earned their high school equivalency certificate.

For more information, please contact Lisa Romine or Shari Milliken at North Central SkillSource, (fiscal agent for North Central Workforce Development Council), Wenatchee, Washington at 509-663-3091 or visit <http://www.skillsource.org>.

If at First You Don't Succeed: Keep Trying! (In Honor of Lincoln's Birthday)

Abraham Lincoln was born in 1809 in Kentucky into extreme poverty but eventually became President of the United States. During the American Civil War, Lincoln gave the now famous Gettysburg Address and his decision to appoint General Ulysses S. Grant as Commander-in-Chief of the Northern Armies was probably one of the significant turning points of the war. Lincoln was assassinated in Washington on 14th April 1865.

Throughout his life, his most striking characteristic was his determination to succeed in the face of continuing failure. Consider the following:

- 1816 - His family was forced out of their home and he worked to support them
 - 1818 - His mother died
 - 1831 - Failed in Business
 - 1832 - Ran for State Legislature and LOST
 - 1832 - Lost his job - wanted to go to law school but couldn't get in
 - 1833 - Went bankrupt and took 17 years to pay off a debt
 - 1834 - Ran for state legislature again - won
 - 1835 - Was engaged to be married, Sweetheart died
 - 1836 - Had a nervous breakdown, spent 6 months in bed
 - 1838 - Defeated in his attempt to become speaker of the state legislature
 - 1840 - Defeated in his attempt to become elector
 - 1843 - Ran for Congress and LOST
 - 1848 - After successfully running for Congress he LOST when seeking re-election
 - 1849 - Rejected in his application for the job of Land Officer in his home state
 - 1854 - Ran for the Senate of the United States and LOST
 - 1856 - Sought Vice-Presidential nomination and only got 100 votes
- Despite all of these setbacks Abraham Lincoln was still elected President of the United States in 1860.

Even in the face of adversity, it pays to keep on going. Failure is guaranteed if you stop trying.



FUNDING OPPORTUNITIES

Computers for Learning

Purpose: To transfer federal computer equipment to schools and educational nonprofit organizations giving special considerations to those with greatest needs

Funder: U.S. General Services Administration

Applicant: Schools and educational nonprofit organizations serving prekindergarten through grade 12. Daycare centers must provide a state approved preschool curriculum in order to participate

Amount: Donation of Computers and electrical software as needed

Deadline: Ongoing during federal computer and software changes

Information: <http://computers.fed.gov/School/user.asp>

Arts Work: Visual & Performing Arts Education Program

Purpose: To help students achieve in standards-based visual and performing arts programs. Dance, music, theatre and visual arts grants are available to develop and implement arts standards, participate in an arts assessment network, become part of the Model Arts Program Network, develop a special project in arts education, or to extend the work planned through the Local Arts Education Partnership grant program

Funder: California Department of Education

Applicant: Local Education Agencies

Amount: \$22,000 - \$25,000

Deadline: January 31, 2003

Information: <http://www.cde.ca.gov/funding>

Healthy Start Grant Program

Purpose: To assist K-12 schools and their collaborative partners with developing and expanding comprehensive, integrated, school-linked services and supports.

Funder: California Department of Education

Applicant: Local Education Agencies

Amount: \$50,000 Planning, \$400,000 Operational

Deadline: February 3, 2003

Information: <http://www.cde.ca.gov/funding/profile>

Local Arts Education Partnership Program

Purpose: To establish arts programs in public schools by providing matching grants which link local school districts with local arts agencies.

Funder: California Arts Council

Applicant: Local Arts Agencies, State-Local Partners & Nonprofit Arts Organizations are eligible to apply in partnership with School Districts or County Offices of Education. **Amount:** \$20,000 each over three years

Deadline: February 23, 2003

Information: <http://www.cac.ca.gov/programs/description/>

Drug-Free Communities Support Program

The Executive Office of the President, Office of National Drug Control Policy (ONDCP), and the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP), are requesting applications for the fiscal year 2003 Drug-Free Communities Support Program to reduce substance abuse among youth and, over time, among adults. Approximately 150 grants of up to \$100,000 each will be awarded to community coalitions that are working to prevent and reduce substance abuse among youth. Eligible applicants are community coalitions whose members have worked together on substance abuse reduction initiatives for a period of not less than 6 months and that meet all the coalition eligibility requirements outlined in the program announcement. The coalition will use entities such as task forces, subcommittees, community boards, and any other community resources that will enhance the coalition's collaborative efforts. With substantial participation from volunteer community leaders, the coalition will implement multi-sector, multi-

strategy, long-term plans designed to reduce substance abuse among youth. Coalitions may be umbrella coalitions serving multi-county areas. No statewide grants will be awarded, however. All applications must be completed online using OJP's Grants Management System (ojp.usdoj.gov/fundopps.htm). Faxed or e-mailed applications will not be accepted. Interested applicants can access the program announcement for the FY 2003 Drug-Free Communities Support Program at OJJDP's Web site (ojjdp.ncjrs.org, click on "Grants & Funding"). More information in the December 31 FEDERAL REGISTER at:

<http://a257.g.akamaitech.net/7/257/2422/14mar20010800/edocket.access.gpo.gov/2002/02-33008.htm>

Applications must be received by March 11, 2003.

YouthActionNet Award: Minigrants for social entrepreneurial projects

YouthActionNet is now awarding small grants to youth leaders and their emerging projects that promote social change and connect youth with local communities. These youth-led projects have clearly defined goals and have potential for growth or further replication. Award recipients will receive US\$500 and funds for a disposable camera to photo-document their project for an online photo gallery. Award recipients will also have the opportunity to take part in an online journal and contribute to a booklet of case studies highlighting the work of young people bringing positive change to their communities around the world. The program is open to young people ages 18 to 24. Both individuals and groups may apply. Individuals applying must have a leadership role in a youth-led initiative that works to create positive change in their community. Groups/organizations applying must be youth-led and have as part of their mission the goal of creating positive change in their community. In 2003, ten recipients will be selected in each of two rounds.

<http://www.youthactionnet.org/>

A program of the International Youth Foundation <http://www.iyfn.org>, YouthActionNet provides small grants to youth leaders and their emerging projects that promote social change and connect youth with local communities.

2003 Deadlines: 18 April 2003; 1 October 2003

WEBSITES PUBLICATIONS

<http://www.studentsinservicetoamerica.org/download/guidebook.pdf>

President Announces New Guidebook to Help Bring Service Programs to Schools. This guide offers parents, teachers, and other adults who work with children resources for helping young people develop habits of service. It does not mandate or prescribe a particular curriculum or lesson plan. It is being offered as a resource that educators in particular may find helpful if they choose plan student service opportunities and engage young people. The hope is that by serving something greater than themselves, young people will learn about their rich democratic traditions as Americans, help meet vital community needs, and become responsible and engaged citizens.

http://www.aecf.org/tarc/publications/pubs_youth2.php

The Annie E. Casey Foundation has released a report describing the 15 "best performing" job training and placement programs for juvenile offenders. Barriers and Promising Approaches to Workforce and Youth Development for Youth Offenders can be downloaded from the Foundation's web site or by calling (410) 547-6600.

WEBSITES (cont.)

<http://www.Agrilience.com/4Careers/schoraships.asp>.

Agrilience, Land O' Lakes Feed, and Cropian Genetics offer **Scholarship Program to Agricultural Students**. Students pursuing careers in agriculture are invited to apply for the Careers in Agriculture scholarship program. High school seniors from around the country who plan to enroll in a two or four-year agronomy program in the fall of 2003 are eligible to apply. Applications must be postmarked by March 3 of the student's senior year.

<http://www.hitachifoundation.org/>

The Hitachi Foundation presents the **Yoshiyama Award for Exemplary Service to the Community** annually to ten high school seniors from around the U.S. on the basis of their community service activities. The award is accompanied by a gift of \$5,000, dispensed over two years. The Hitachi Foundation, promotes social responsibility through effective participation in global society and seeks to build the capacity of all Americans, particularly those underserved by traditional institutions. High school seniors from the United States and U.S. territories are eligible to be nominated for the award. Award selection is based upon the significance and extent of the nominee's service to the community. The foundation accepts nominations from people directly familiar with the nominee's service, including community leaders, service providers, teachers, school principals, and members of the clergy. Self and parental nominations are automatically disqualified. Deadline: April 1, 2003

OTHER WEB RESOURCES AND OPPORTUNITIES

<http://www.ncwd-youth.info>

NCWD/Youth is one of two technical assistance centers funded by the US Department of Labor to assist the workforce development community address issues affecting the employment of people with disabilities. The new Web site contains useful information and resources for youth with disabilities and their families, service providers and other front line workers, administrators, policy makers, and employers. The site includes information briefs, links, resources, answers to your questions, and much more.

<http://www.jobshadow.org/>

Groundhog Job Shadow Day 2003: Job Shadowing is an academically motivating activity that gives young people an up-close look at the world of work. January 31, 2003 is this year's nationwide "kick-off," continuing throughout the school year, when students across America "shadow" workplace mentors on a normal day on the job and see firsthand how skills learned in school relate to the workplace. Visit the web site for information and resources to conduct job shadowing in your community. The web site includes free materials, on-line training, contacts throughout the country, and the latest news about this year's effort.

<http://www.residentialeducation.org>

Coalition for Residential Education (CORE) sponsors website. CORE is the national advocacy group and association of established and newly developing residential education programs for economically and socially disadvantaged youth, and supporters of this option.

<http://www.ncset.org/publications/viewdesc.asp?id=703>

Transition of Youth with Disabilities. An information brief developed by the National Center on Secondary Education and Transition, discusses strategies for including work-based learning and youth development opportunities in students' Individual Education Plans. It includes a discussion on youth development, youth employment and how OneStop career centers can be accessed to support students with disabilities in their career development.

Nine Critical Tasks

(cont'd from pg 2)

Critical Task 2 Building Cross-Cutting Coordinating Bodies

States are working to put structures in place to look across systems with a youth development lens. These include both accountability structures (for planning, coordination and monitoring) and funding structures. They vary in where they are housed, how they are staffed, how they came into being, how permanent they are, their charge and their resources, accountability and power are they granted. But all have the potential to fill a critical void.

Critical Task 3 Providing Proof: Evidence, Data, Outcomes and Indicators

States are working to collect, analyze and disseminate data in ways that promote a shared sense of accountability. They face an ongoing challenge of balancing indicators that measure negative behaviors with indicators that measure positive behaviors.

Critical Task 4 Youth and Community Involvement

States are working to involve youth and community members in shaping and advancing their efforts. A variety of strategies are used to engage and empower those likely to be left out of critical conversations.

Critical Task 5 Marketing, Messages and Communications

By and large, the public has negative views of young people. States are working to advance clear messages and communications to promote a more accurate, positive view of young people. Additionally, states are working to communicate the value of collaborative efforts to support youth development.

Critical Task 6 Capacity Building: Demonstration Projects and Training and Technical Assistance

States are working to build capacity of people (professionals and volunteers), programs and places (regions, communities and neighborhoods). A range of training tools, curricula, workshops and conferences are in use. States often partner with regions and communities to advance efforts.

Critical Task 7 Model Policies and Initiatives

States are working to develop cross-cutting multi-system initiatives, policies, RFPs, MOUs, etc. that demonstrate how various department and agencies – both inside and outside of government – can work together and the tangible successes that result from doing so.

Critical Task 8 Making the Case to Influential Funders to Increase Resources

Youth policy makers are working to inform influential funders and encourage them to champion youth-focused efforts. State youth officials work to influence key decision points in the budget cycle, and to leverage foundation, corporate and federal dollars to support young people.

Critical Task 9 Technology

Increasingly, states are finding databases and the Internet to be powerful tools for collecting and synthesizing information into youth policy frameworks and disseminating it in flexible ways to residents throughout the state.

From *State Youth Policy: Helping all Youth to Grow Up Fully Prepared and Fully Engaged*, by the Forum for Youth Investment. To view the entire publication, visit the Web site: <http://www.forumforyouthinvestment.org/papers/stateyouthpolicy.pdf>

Job Shadow Day, Events, How To Guide...

Preparations for this year's Job Shadow Day are heating up in classrooms and boardrooms across the country. As you make your "New Year's resolutions", we hope that you will resolve to take part in this one-of-a-kind event. More than 100,000 businesses and in excess of one million students have already resolved to participate in a job shadowing program, which kicks-off on January 31, 2003 — now is the time for you to make your commitment!

To help you in your efforts, check out our new and redesigned website, www.jobshadow.org, which will give you lots of useful information and updated contacts in your community. Just find a contact under the Getting Started section and give them a buzz. It's that easy! The website also features special sections for Employers, Educators, and Students and is chock full of resources that are easily downloadable. If you haven't already done so, you might find it fun and helpful to watch our [on-line training](#). The training is filled with helpful, downloadable materials for employers and teachers with tips and best practices.

If you haven't already ordered your **How-to Guide** or brochures/posters, it's not too late. Call **800-373-3174** today to order your free copies, or download them from the website at http://www.jobshadow.org/get_started/get_started.html.

Here's the latest news from around the country:

The **U.S. State Department** in Washington, D.C. will host 150 students during this year's Job Shadow Day. In the past, participants had the opportunity to meet with Secretary of State Colin Powell and ask him about his job responsibilities and what it takes to be successful.

CVS Pharmacies in 20 cities throughout the U.S. will provide shadowing experiences for high school junior and senior students who will shadow a pharmacist throughout the day. Following their shadowing experience, students will have the opportunity to meet with high-ranking administrators from various universities with pharmacy programs to gain additional insight on the field.

Once again, National Sponsor **Monster** will be inviting dozens of students from Massachusetts schools to shadow CEO Jeff Taylor and several departments within the organization.

Students from the Boston area will also be visiting with employees and executives from **Fidelity Investments, Liberty Mutual, Fox Sports** and the **Celtics** basketball team. Is shadowing abound in your hometown? If so, we would love to hear from you about unique activities taking place. Please send a brief overview of the program along with the city and state where the activity will take place, as well as a contact name and phone number to . If you have additional questions about the program please direct them to ebolivar@porternovelli.com. If you have additional questions about the program please direct them to info@jobshadow.org

ABOUT NATIONAL JOB SHADOW COALITION

National Job Shadowing is a coordinated effort of **America's Promise, Junior Achievement**, the **U.S. Department of Labor**, and the **U.S. Department of Education**. **Monster** is the national sponsor of the initiative and **News Corporation** is a primary co-sponsor. The annual initiative, designed to give students the opportunity to "shadow" a workplace mentor, traditionally kicked-off on Groundhog Day. Since Groundhog Day falls on a weekend this year, the **National Job Shadow Coalition** is encouraging schools and businesses to tie in with the school day and shadow beginning on Friday, January 31.

Youth Connections West

Published by the US Department of Labor Employment and Training Administration's Office of Youth Services
in Region 6



The goal of the US Department of Labor's Office of Youth Services is to work to strengthen the local, state, and national youth development system. The purpose of this newsletter is to provide a forum for DOL-funded youth service providers and other partners to share resources and strategies that will increase the effectiveness of individual programs and to expand the opportunities for collaborations that benefit the youth whom we collectively serve.

We welcome your articles, questions and suggestions. Please provide input no later than April 5th to : Sandra Waterhouse: swaterhouse@doleta.gov or to Denise Fogleman: dfogleman@doleta.gov

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